



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2635 N 32nd Street, Mesa, AZ 85213

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Excelling
2003-04 Highly Performing
2002-03 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Shelley L. Heath
Schedule : 07:15 AM to 04:00 PM
Grades : Pre-K-6
2005 Enrollment : 805
Web Address : mpsaz.org/ishikawa
Phone Number : (480) 472-7700
Fax Number : (480) 472-7686
E-mail : slheath@mpsaz.org

Mission

The mission of the Ishikawa School Community is to provide a caring and motivating learning environment that enables our students to achieve their personal best and appreciate diversity. Our school theme for the 2005-06 year is "Dragon Pride + 5" "Show your best and expect success."

School / Academic Goals

- ü To maintain high performance levels on academic achievement testing and Arizona's Instrument to Measure Standards in grades 3-6. Also to maintain high performance levels on the Terra Nova assessment for 2nd grade students.
- ü Students recognize reading as an important life skill. They will gain understanding and comprehension using a variety of texts including fiction, non-fiction, classic and contemporary works.
- ü Students recognize writing as an important part of their learning day and everyday life skill. That they will gain understanding of the 6 traits of writing and use them in narrative format and apply them to their writing strategies.
- ü Students use the Accelerated Reading and Math program for grades 1-6 to enhance their individual learning needs.

Enrollment

October 1, 2004 School Year Student Enrollment : 822
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 73

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Math Club
- ü Outdoor School 5th Grade
- ü Accelerated Reading Grades 1-6
- ü Accelerated Math Grades 1-6
- ü Young Learner Program
- ü After School Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our responsibility is to communicate expectations and student progress through 'Learning Expo Night,' progress reports, report cards and parent/teacher conferences. Communication regarding the school's activities is in the bi-weekly newsletter. Ishikawa also sends student postcards for academic and citizenship recognition to the student at the home address. Positive phonecalls are made to the home three times per year to recognize progress in the classroom setting.

Parents

Parents have the responsibility to get their child to school on time each and every school day. We at Ishikawa believe in a team-approach to teaching our students. We feel that when the parent and school work together, the child meets with success.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP. Bus riding is a privilege and students are expected to show respect for all bus riding rules and expectations for safety.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü United States DOE- American Star of Teaching Award	2005
ü Maricopa Math Challenge Team- 1st Place	2004
ü Elenor Roosevelt Fellowship Award	2003
ü Educational Leadership Award	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	5983	79306	100	99	99	468	454	445	4	6	10	9	15	18	42	53	51	45	26	20
All Students (Prior Year)	119	5651	75509	95	98	100	537	532	521	9	9	13	19	19	23	32	33	33	41	39	31
Female	60	2922	38691	100	99	99	483	454	446	2	5	10	7	16	18	38	53	52	53	25	20
Male	59	3060	40583	100	99	99	453	455	445	5	7	11	10	14	18	47	52	50	38	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	12	10
Hispanic	22	2187	32869	100	100	99	410	437	429	16	9	15	5	21	25	58	58	51	21	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	16	221	4264	100	98	100	443	437	419	0	9	19	33	27	30	67	54	45	0	10	6
White	76	3156	36197	100	99	99	493	468	463	1	4	5	5	10	11	32	49	53	61	37	31
Students with Disabilities	11	685	10321	100	100	100	259	377	389	27	25	30	36	29	27	27	37	34	9	9	9
Students without Disabilities	108	5298	69060	99	99	98	490	464	454	1	4	7	6	13	17	44	55	54	49	28	22
Limited English Proficient Students	12	703	15509	100	100	100	284	391	406	25	17	20	17	28	30	50	49	45	8	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	33	3051	39415	92	97	96	453	442	431	7	9	15	17	21	25	59	56	50	17	14	10
Non-Economically Disadvantaged	86	2932	39966	100	100	100	472	466	459	2	4	6	6	9	12	37	50	52	55	38	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	5986	79395	100	0	99	449	454	446	7	6	9	12	21	25	67	60	55	13	13	11
All Students (Prior Year)	119	5641	75492	95	98	100	527	522	519	9	11	12	15	14	16	44	48	47	33	27	24
Female	60	2926	38743	100	0	100	470	458	451	2	5	7	11	20	24	69	61	57	18	15	12
Male	59	3059	40618	100	0	99	429	450	440	12	7	11	14	23	27	66	58	53	9	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	6	6
Hispanic	22	2189	32915	100	0	99	397	433	426	5	10	15	21	32	35	68	53	47	5	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	16	220	4271	100	0	100	426	437	420	13	8	15	33	33	42	53	56	41	0	3	2
White	76	3158	36221	100	0	99	472	469	465	7	3	4	5	14	15	69	64	63	19	20	17
Students with Disabilities	11	684	10331	100	0	100	245	375	388	55	21	25	9	40	37	36	34	34	0	5	4
Students without Disabilities	108	5302	69139	99	0	99	471	464	454	2	4	7	13	19	24	71	63	58	15	15	11
Limited English Proficient Students	12	703	15545	100	0	100	280	382	399	8	18	21	33	43	42	58	36	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	33	3052	39484	92	0	96	435	440	429	10	9	14	28	30	35	59	55	47	3	6	4
Non-Economically Disadvantaged	86	2934	39986	100	0	100	454	466	461	6	2	4	7	13	16	70	64	63	17	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	5935	78869	100	98	99	437	442	442	6	6	6	18	21	21	62	62	63	14	12	10
All Students (Prior Year)	118	5611	75053	94	98	99	604	578	597	8	10	7	11	14	12	72	68	72	9	7	9
Female	60	2903	38536	100	99	99	469	458	458	2	4	4	11	14	15	69	65	67	18	16	14
Male	59	3031	40302	100	98	99	407	425	428	10	8	8	24	26	26	55	58	60	10	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	7	7
Hispanic	22	2160	32606	100	98	98	380	419	426	11	9	8	21	29	27	63	57	60	5	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	16	216	4245	100	96	100	435	426	423	7	8	9	20	30	26	60	55	61	13	8	4
White	76	3142	36078	100	98	99	457	457	459	5	4	4	16	15	16	61	65	66	18	16	14
Students with Disabilities	11	676	10246	100	100	100	204	347	367	36	18	18	18	40	39	45	37	40	0	5	4
Students without Disabilities	108	5259	68697	99	98	98	462	454	454	3	4	4	18	18	18	64	65	67	16	13	11
Limited English Proficient Students	12	687	15339	100	100	100	251	366	399	17	15	11	33	35	31	50	48	54	0	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	33	3015	39106	92	96	95	409	426	427	14	8	8	28	28	28	59	59	59	0	5	5
Non-Economically Disadvantaged	86	2920	39837	100	100	100	447	457	457	4	4	4	14	13	14	63	64	67	19	19	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5594	78906	100	99	99	525	509	498	14	8	13	5	15	19	39	50	48	42	26	20
All Students (Prior Year)	139	5809	76019	100	99	100	525	514	499	11	9	14	24	34	39	9	13	14	55	44	33
Female	50	2679	38644	100	99	99	528	507	500	11	8	12	7	16	19	31	51	49	51	25	19
Male	59	2915	40236	100	99	99	521	510	497	16	8	15	4	15	19	45	50	46	35	28	20
African American	NC	219	4087	NC	100	99	NC	482	481	NC	15	20	NC	17	24	NC	55	45	NC	13	11
Hispanic	13	1921	31938	100	100	99	487	486	481	20	13	19	10	23	25	70	51	46	0	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	16	237	4593	100	100	100	460	479	467	53	19	26	20	24	29	13	48	39	13	9	6
White	74	3081	36483	100	98	99	543	525	517	6	4	7	1	10	13	39	50	51	54	36	30
Students with Disabilities	12	650	10664	100	100	100	464	417	430	50	33	42	20	26	27	20	33	26	10	7	5
Students without Disabilities	97	4944	68310	100	98	98	531	521	509	10	5	9	3	14	18	41	53	51	46	29	22
Limited English Proficient Students	NC	560	12573	NC	100	100	NC	427	454	NC	23	27	NC	31	30	NC	41	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	24	2737	38679	92	95	96	470	495	483	45	13	20	10	21	25	35	50	45	10	15	10
Non-Economically Disadvantaged	85	2857	40295	100	100	100	538	520	513	6	4	7	4	9	13	40	51	50	50	36	30

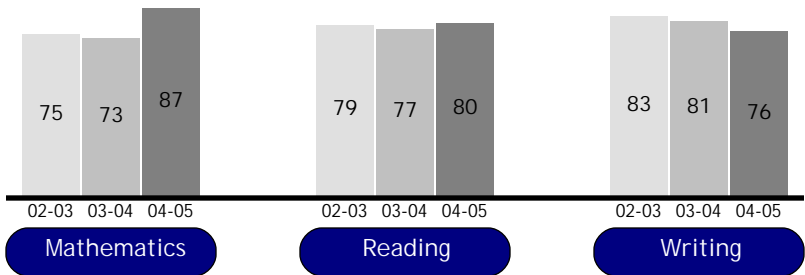
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5599	78908	100	0	99	511	491	484	4	6	10	10	19	23	66	63	58	20	12	9
All Students (Prior Year)	139	5803	76020	100	99	100	508	507	503	15	20	25	17	22	23	46	43	40	22	16	12
Female	50	2681	38648	100	0	99	512	494	489	7	5	8	7	18	22	67	64	61	20	12	10
Male	59	2918	40233	100	0	99	510	489	479	2	7	12	13	20	25	65	61	55	20	12	8
African American	NC	218	4092	NC	0	99	NC	472	473	NC	9	12	NC	24	28	NC	61	54	NC	6	5
Hispanic	13	1925	31940	100	0	99	476	470	465	10	12	16	20	30	32	70	53	49	0	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	16	238	4569	100	0	100	464	469	457	13	11	18	27	31	39	60	56	41	0	3	2
White	74	3082	36502	100	0	99	526	507	502	1	3	4	6	12	14	64	69	67	29	17	15
Students with Disabilities	12	651	10665	100	0	100	471	409	423	10	21	30	30	38	36	50	38	31	10	4	2
Students without Disabilities	97	4948	68312	100	0	98	516	502	493	3	4	7	8	17	21	68	66	62	21	13	10
Limited English Proficient Students	NC	559	12556	NC	0	100	NC	408	436	NC	22	24	NC	43	40	NC	32	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	24	2742	38662	92	0	96	469	479	468	10	10	16	30	28	32	60	56	49	0	5	3
Non-Economically Disadvantaged	85	2857	40315	100	0	100	522	502	498	3	2	5	5	11	15	68	68	66	25	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	5524	78750	99	98	99	506	500	500	10	5	6	18	28	29	67	63	63	5	3	2
All Students (Prior Year)	139	5771	75673	100	98	100	556	530	530	12	15	12	21	25	25	56	56	58	10	5	4
Female	49	2649	38586	98	98	99	517	514	515	9	4	4	16	21	22	66	70	71	9	4	3
Male	59	2874	40135	100	98	99	498	488	486	11	7	8	20	35	35	67	56	56	2	2	1
African American	NC	215	4081	NC	99	99	NC	486	488	NC	4	8	NC	36	32	NC	57	59	NC	3	2
Hispanic	13	1884	31841	100	98	99	477	479	483	10	8	8	20	37	36	70	54	55	0	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	16	231	4586	100	97	100	471	481	481	20	10	8	27	34	37	53	53	54	0	2	1
White	73	3058	36440	99	98	99	517	514	516	9	4	3	15	23	22	69	69	71	7	4	4
Students with Disabilities	12	642	10622	100	100	100	399	390	415	50	22	21	30	48	50	20	26	28	0	4	1
Students without Disabilities	96	4882	68196	99	97	98	518	515	513	6	3	3	17	26	25	72	68	69	6	3	3
Limited English Proficient Students	NC	541	12504	NC	100	100	NC	407	451	NC	17	12	NC	48	44	NC	33	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	24	2686	38558	92	93	96	467	486	485	20	9	8	20	37	37	60	53	54	0	1	1
Non-Economically Disadvantaged	84	2838	40260	100	100	100	516	513	514	8	3	3	18	21	21	68	71	72	6	5	4

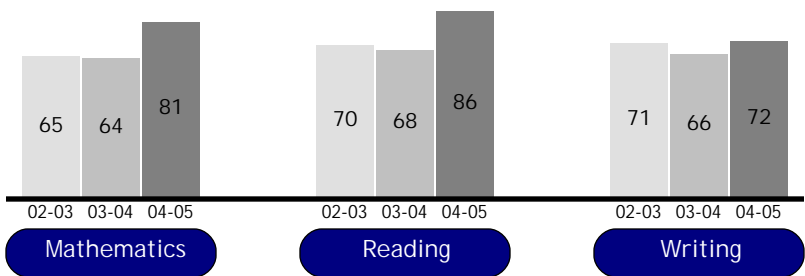
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	69	61	50	92	68	NA	58	99	55	50	47
	Language	99	60	49	43	97	59	53	50	99	54	49	47
	Mathematics	100	74	67	57	98	77	71	64	99	66	54	50
3	Reading	92	62	57	47	91	64	NA	55	98	52	50	44
	Language	97	66	61	54	94	68	63	61	98	51	49	44
	Mathematics	93	70	64	54	90	70	66	61	98	64	55	51
4	Reading	98	70	62	52	95	66	NA	56	100	59	52	48
	Language	98	61	54	48	98	55	55	52	100	59	52	49
	Mathematics	97	75	68	57	97	70	68	61	100	69	59	53
5	Reading	93	67	59	50	93	71	NA	55	100	64	55	50
	Language	97	57	53	46	99	59	55	49	100	63	55	50
	Mathematics	96	76	68	57	97	75	71	63	100	58	54	49
6	Reading	99	72	62	53	97	72	NA	56	100	68	58	51
	Language	97	62	53	45	98	65	55	48	100	65	54	47
	Mathematics	98	84	75	62	96	84	76	66	99	69	62	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Ishikawa Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Discipline
- Ü Homework
- Ü Attendance
- Ü Annual Theme/Focus/School Events/Events
- Ü Academic Goal Setting
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	47.00
Other Professional Staff	2.00	Teacher Aide	23.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	5	2	0	0
7 to 9 years	3	2	0	0
10 or more years	10	17	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü PC Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Sports
- Ü Math Club
- Ü Chess Club
- Ü Spanish Club
- Ü Afterschool Tutoring
- Ü Homework Club
- Ü Yacht Club

Social Services

- Ü Lunch Program
- Ü Afterschool Program
- Ü Health Services
- Ü Recreational Activities
- Ü Parent Classes offered through PTO

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

Ü Students at Ishikawa performed very well on the AIMS test for the state of Arizona. We achieved the rank of highly performing.

Ü 2nd Grade students performed very well on the Terra Nova assessment for the state of Arizona.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Mesa Unified School District and Ishikawa School are committed to ensuring a safe and secure environment for instruction and learning. Clear and concise student behavior rules and expectations are set and aggressively, fairly and consistently enforced.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Shelley L. Heath	(480) 472-7700
Transportation Policy	Transporation Department MPS	(480) 472-0178
Community Resources	Kathy Bareiss	(480) 472-0223
School Nutrition Programs	Gina Martinez	(480) 472-7740
Parent Organization	Deann Crandall/ PTO President	(480) 219-9422
Student Health/Nurse	Alma Woods	(480) 472-7680

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.